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ABSTRACT

This report describes the ongoing activities of the Non-Formal Education Information Center during 1979, and details its first half-year of efforts to strengthen the capacity of selected NFE resource centers in Africa, Asia, and Latin America. The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to non-formal education and development. Included in this section is demographic data on the worldwide NFE network and a discussion of the various activities of the center including its program of publications, maintenance of an NFE resource base, and inquiry-response service. Second, the report examines the center's expanded scope of work under a new contract which began 31 August 1979. Included in this section is reference to visits made to the Institut Africain pour le Developpement Economique et Social, Abidjan, and to the Institut du Sahel, Bamako. Finally, the report reviews the objectives of the center and assesses its accomplishments, problems encountered, responses and results, recommendations, and the agenda for the ensuing six months. (Author/RAA)

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THE NON-FORMAL EDUCATION INFORMATION CENTER AND NETWORK

PROGRAM OF STUDIES AND TECHNICAL ASSISTANCE IN NON-FORMAL EDUCATION

MICHIGAN STATE UNIVERSITY

A Report of Progress
Annual Supplement for 1979
and
Semi-Annual Report of the
NFE Network Project (September 1979-February 1980)

Joan M. Claffey, Director
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March 1980

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NON-FORMAL EDUCATION INFORMATION CENTER AND NETWORK

Program of Studies and Technical Assistance
in Non-Formal Education

Michigan State University

I. Introduction

This report describes the on-going activities of the Non-Formal Education (NFE) Information Center during 1979, and details our first half-year of efforts to strengthen the capacity of select, NFE resource centers in Africa, Asia, and Latin America. The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to non-formal education and development. Included in this section is demographic data on the worldwide NFE network and a discussion of the various activities of the Center including its program of publications, maintenance of an NFE resource base, and inquiry-response service. Second, the report examines the Center's expanded scope of work under Contract No. AID/DSPE-C-0046 which began 31 August 1979. Included in this section is reference to the visits made to the Institut Africain pour le Developpement Economique et Social (INADES), Abidjan, and to the Institut du Sahel, Bamako. Finally, the report reviews the objectives of the Center and assesses its accomplishments, problems encountered, responses and results, recommendations, and the agenda for the ensuing six months.

As we review the work of the year, we note the persistent frequency of requests being directed to the Center (86 per week) and the growing percentage of these which are coming from participants in the lesser developed countries (about 50 percent). We have documented changes in the demographic composition of the NFE network, the kinds of requests for our resources and the services rendered in response. Over 1400 documents (most of these "fugitive" or inaccessible) were contributed by development planners and practitioners to the NFE resource collection. Three issues of The NFE Exchange (on training for development, new roles for health workers, and income generation through group action) were published and 14,500 copies distributed worldwide, (an issue on literacy, No. 17, 1979/3 is forthcoming), along with more than 2000 copies of the other MSU publications on non-formal education.

But more revealing, perhaps, than these figures which evidence the expansion of the Center, are illustrative highlights from the correspondence which point to the complex role which the NFE Information Center is being asked to play. With increasing frequency persons are calling upon the Center for print resources and organizational referrals related to particular areas of concern. They write to describe their projects, their problems, and they appeal for unnamed resources pertinent to their work. The fields most frequently cited for special resources during the past year include: women in development, literacy, numeracy and basic education, health and nutrition, communication and media, agriculture, training, evaluation, and integrated community development.

In most cases, these problem-oriented requests for assistance and unspecified resources come from people who are practicing non-formal education for development at "grass-roots" levels.

Sometimes the appeal is not only for materials but for encouragement and support. Still others corresponding with the Center solicit critique and commentary on their ideas, their writings, and on their project strategies. They seek not simply information but dialogue and critical reflection.

We have found, not with surprise, that our research staff needs not only to be able to "read between the lines" of these problem-oriented requests and appeals for critique and support, but also to empathize with the practitioner in order to respond appropriately to his or her request. Most of the research staff have themselves worked in development projects in Africa, Asia, or Latin America. We have found this experience, rather than that of the information specialist per se, absolutely essential to the functioning of the Non-Formal Education Information Center.

Throughout its short history the Center has made a conscious attempt to develop linkages with NFE centers in Africa, Asia and Latin America. In the last two years the Center began to nurture collaborative relationships with interested NFE resource centers around the world. The Center's new scope of work calls for assistance to selected LDC organizations in planning, initiating, operating and evaluating national and/or regional Non-Formal Education Information Centers. We have already begun developing formal linkages with one,

and possibly more, African organizations and expect to soon effect formal collaborative relationships with institutions in Asia and in Latin America.

Ramifications of the complex role emerging for the Center will be discussed in more depth later in the report. To examine the evolution of the NFE Information Center more completely, your attention is directed to the "Report of Progress and Recommendations for the Future" (February 1977) (AID Control No. PN-AAC-870), "Issues Paper Concerning Future Directions and Activities" (April 1977), "A Report of Progress Annual Supplement for 1977" (AID Control No. PN-AAF-054), and "A Report of Progress Annual Supplement for 1978".

An overview of the NFE Information Center at the end of 1979 reveals the following statistics:

1. Number of Persons in the Network

   August 1974 : 200
   December 1976: 2016
   December 1977: 3231
   December 1978: 3498[1]
   December 1979: 4138

2. Number of Countries Represented: 141

3. Number of Requests Weekly: approximately 86
   (68 by mail, 8 by telephone, 10 via visitors and "walk-in users")

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[1]The number of persons joining the NFE network during 1978 was actually higher than might appear (i.e., approximately 600 rather than 267 because of deletion of names for lack of forwarding addresses or suspension of some foreign mail service.

4. Location of Network Affiliates

Domestic: 1509 persons, including foreign nationals studying in the U.S.

Foreign: 2629 persons, of whom about 220 are USAID or other U.S. government personnel.

5. Total number of pieces of incoming mail, 1979, excluding exchange publications: 3256

6. Number of Publications and Documents Distributed in 1979

MSU Exchange Publications on NFE: 2370[1]

NFE Exchange: 3 issues at 20 pages each with an average circulation of 4500 copies

7. Number of Publications, Documents and Fugitive Materials Contributed to the Information Center:

--- In 1977

Approximately 70 publications and fugitive materials per month.

Approximately 100 periodicals per month.

--- In 1978

Approximately 80 publications and fugitive materials per month.

Approximately 110 periodicals per month.

--- In 1979

Approximately 120 publications and fugitive materials per month.

Approximately 115 periodicals per month.

II. On-Going Activities and Assessment of Trends

A. Increasing World-Wide Interest in Non-Formal Education and Growth of the NFE Information Center Network

During 1979, over 700 additional persons and organizations asked to be placed on the mailing list so they might receive The NFE Exchange regularly. This figure does not reflect,

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[1]Additional MSU publications on NFE, now out-of-print, were distributed to network participants in lower-income countries by the AID R&D Report Distribution Center.

however, the many one-time-only requests for information, materials and references received by the NFE Information Center which did not result in addition to the mailing list.

An analysis of Tables 1 through 7 shows the following characteristics of the persons interacting with the NFE Information Center:[1]

- 63% of the total network population (4138) is outside the U.S.
- An analysis of the network in December 1975 showed that the largest percentage of participants in Asia, Africa and Latin America came from the ministries and departments of government at national and regional levels. By December 1976, roughly equivalent percentages of participants in these regions were found in non-governmental organizations and universities, as well as in government. In December 1977, the plurality of participants in these regions was affiliated with non-governmental organizations. By the end of 1979, the tendency for the plurality (33%) of network participants from these regions to be non-governmental personnel remained constant. Non-governmental organizations again accounted for the largest percentage of participants in Europe in 1979.
- Within North America, the largest percentage of participants are affiliated with universities.
- For Asia, Africa, Latin America and Europe the majority of network participants work in NGO's or in universities and development-related institutes.

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[1] The network demographic analysis does not account for the many foreign nationals studying or teaching at U.S. or European universities. At least 70 U.S. government personnel (mainly posted in USAID missions) are listed as in Asia, Africa or Latin American regions. In effect, our data analysis suggests a smaller number of network participants within the lesser-developed countries than exists.

TABLE 1: NFE NETWORK DISTRIBUTION BY REGIONS AND ORGANIZATIONAL AFFILIATION, JANUARY 1980, WITH PERCENTAGES COMPUTED BY REGIONS

	North America	Europe	Latin America	Africa	Asia	Oceania	Total
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n=842 52%	n=120 35%	n=100 19%	n=191 25.8%	n=237 29%	n=36 40%	n=1526 37%
GOVERNMENT	n=101 6%	n=18 5%	n=24 5%	n=135 18%	n=42 5%	n=19 21%	n=339 8%
U.S. GOVT PERSONNEL	n=41 3%	n=3 1%	n=98 19%	n=120 16%	n=112 14%	n=4 4%	n=378 9%
NON-GOVT'L ORGANIZATIONS	n=308 19%	n=144 42%	n=184 35%	n=208 28%	n=314 38%	n=19 21%	n=1177 28%
BUSINESS	n=55 3%	n=6 2%	n=7 1%	n=2 0.2%	n=22 3%	n=0 0%	n=92 2%
INDIVIDUALS (or persons not identified in above categories	n=274 17%	n=52 15%	n=114 21%	n=84 12%	n=89 11%	n=13 14%	n=626 16%
TOTALS	n=1621 100%	n=343 100%	n=527 100%	n=740 100%	n=816 100%	n=91 100%	n=4138 100%

TABLE 2: NFE NETWORK DISTRIBUTION FOR NORTH AMERICA, BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

	U.S.-MSU and Michigan	U.S. - rest	Canada	Total North America
UNIVERSITIES AND OTHER INSTITUTIONS	n=196 72%	n=594 48%	n=52 46%	n=842 52%
GOVERNMENT	n=1 0%	n=160 8%	n=0 0%	n=101 6%
U.S. GOVERNMENT PERSONNEL	n=0 0%	n=38 3%	n=3 3%	n=41 3%
NON-GOVT'L ORGANIZATIONS	n=10 4%	n=268 22%	n=30 27%	n=308 19%
BUSINESS	n=7 3%	n=45 4%	n=3 3%	n=55 3%
INDIVIDUALS (or persons not identified in above categories)	n=58 21%	n=192 15%	n=24 21%	n=274 17%
TOTALS	n=272 100%	n=1237 100%	n=112 100%	n=1621 100%

TABLE 3: NFE NETWORK DISTRIBUTION FOR EUROPE,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

	North Europe	West Europe	East Europe	South Europe	Total Europe
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n=80 46%	n=29 21.5%	n=5 100%	n=6 19%	n=120 35%
GOVERNMENT	n=12 7%	n=3 2.5%	n=0 0%	n=3 10%	n=18 5%
U.S. GOVT PERSONNEL	n=1 1%	n=2 1.5%	n=0 0%	n=0 0%	n=3 1%
NON-GOVT'L ORGANIZATIONS	n=53 31%	n=72 54%	n=0 0%	n=19 61%	n=144 42%
BUSINESS	n=4 2%	n=2 1.5%	n=0 0%	n=0 0%	n=6 2%
INDIVIDUALS (or persons not identified in above categories)	n=23 13%	n=26 19%	n=0 0%	n=3 10%	n=52 15%
TOTALS	n=173 100%	n=134 100%	n=4 100%	n=31 100%	n=343 100%

TABLE 4: NFE NETWORK DISTRIBUTION FOR LATIN AMERICA, BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

	Central America	South America	Caribbean	Total Latin America
UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS	n=13 9.5%	n=73 22.5%	n=14 20%	n=100 19%
GOVERNMENT	n=6 4%	n=15 5%	n=3 4%	n=24 4.5%
U.S. GOVERNMENT PERSONNEL	n=32 24%	n=55 17%	n=11 16%	n=98 18.5%
NON-GOVT'L ORGANIZATIONS	n=45 33.5%	n=107 33%	n=32 47%	n=184 35%
BUSINESS	n=5 4%	n=2 0.5%	n=0 0%	n=7 1%
INDIVIDUALS (or persons not identified in above categories)	n=33 25%	n=72 22%	n=9 13%	n=114 22%
TOTALS	n=134 100%	n=324 100%	n=69 100%	n=527 100%

TABLE 5: NFE NETWORK DISTRIBUTION FOR AFRICA,

BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

	North Africa	West Africa	East Africa	Middle Africa	Southern Africa	Total Africa
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n=10 28%	n=84 28%	n=63 26%	n=4 8%	n=30 26%	n=191 26%
GOVERNMENT	n=5 14%	n=62 20%	n=31 12%	n=15 31%	n=22 19%	n=135 18%
U.S. GOVT PERSONNEL	n=1 2%	n=57 19%	n=39 16%	n=1 2%	n=22 19%	n=120 16%
NON-GOVT'L ORGANIZATIONS	n=14 39%	n=71 24%	n=86 36%	n=17 36%	n=20 18%	n=208 28%
BUSINESS	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=2 2%	n=2 0%
INDIVIDUALS (or persons not identified in above categories)	n=6 17%	n=26 9%	n=23 10%	n=11 23%	n=18 16%	n=84 12%
TOTALS	n=36 100%	n=300 100%	n=242 100%	n=48 100%	n=114 100%	n=740 100%

TABLE 6: NFE NETWORK DISTRIBUTION FOR ASIA,
BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

TABLE 7: NFE NETWORK DISTRIBUTION FOR OCEANIA,
BY ORGANIZATIONAL AFFILIATION, JANUARY 1980

	S.W. Asia	Middle So. Asia	S.E. Asia	East Asia	Total Asia	Total Oceania
UNIV. AND OTHER ACADEMIC INSTITUTIONS	n=13 35%	n=78 23%	n=134 33%	n=12 57%	n=237 29%	n=36 40%
GOVERNMENT	n=5 13%	n=18 5%	n=19 4.5%	n=0 0%	n=42 5%	n=19 21%
U.S. GOVT PERSONNEL	n=7 18%	n=46 13%	n=58 14%	n=1 5%	n=112 14%	n=4 4%
NON-GOVT'L. ORGANIZATIONS	n=4 10.5%	n=152 44%	n=151 37%	n=7 33%	n=314 38%	n=19 21%
BUSINESS	n=4 10.5%	n=7 2%	n=11 2.5%	n=0 0%	n=22 3%	n=0 0%
INDIVIDUALS (or persons not identified in above categories)	n=5 13%	n=44 13%	n=39 9%	n=1 5%	n=89 11%	n=13 14%
TOTALS	n=38 100%	n=345 100%	n=412 100%	n=21 100%	n=816 100%	n=91 100%

The increase in the number of documents and fugitive materials contributed to the NFE Information Center is another indicator of the continuing worldwide interest in non-formal education.

Number of documents contributed: 1455

In terms of sectors the approximate distribution of these contributions was:

Basic Education, Functional Literacy	197
Health, Nutrition, Population Education, Home Economics	173
Communication, Media	159
Integrated Rural Development, Community Development, Cooperatives and Leadership	149
Agriculture	68
Appropriate Technology	60
Vocational/Industrial	53
Women in Development	52
Other (for example, NFE theory, out-of-school youth, rural education, training, evaluation, popular participation, children, business management, and curriculum development)	544

__Contributions to the NFE Information Center during 1979 increased about 38% over those in the previous year.

__The trend for personnel from non-governmental organizations to contribute the largest number of documents continues. Representatives from government organizations donate materials less frequently, followed by academicians. It is important to note that, while we identify sources by organization in our records, the large majority of documents received are sent by individuals who are in the network.

__Although many of the NGO donations come from North America it should be understood that most of these come from international organizations such as the United Nations.

__The largest number of incoming documents relate to basic education and functional literacy.

__Health, nutrition, population education and human ecology continue to be important as reflected by the contribution of materials to the NFE Information Center.

__The high percentage of contributions in the areas of communications and media and integrated rural development suggest that these are important areas of work for NFE network participants.

__Of particular note is the increase in contributions in the area of women in development.

It is important to note that it is this direct link with NFE practitioners that forms the resource base for the bibliographies and The NFE Exchange newsletter that are published by the Center.

B. Changing Nature of Requests for Services from the NFE Information Center

1. General Observations

a. The largest number of requests continues to be for the publications of the Program of Studies in Non-Formal Education at Michigan State University: the MSU Study Team Reports, the Supplementary Papers and The NFE Exchange. Aside from The NFE Exchange, well over 2,000 copies of the MSU/NFE publications were distributed by the NFE Information Center. We continue to receive requests for the increasing number of publications which are now out of print. These requests are met by the AID R&D Report Distribution Center and made available to persons in low-income countries without charge. The majority of publication requests are from persons from Africa, Asia and Latin America. In addition, over 14,500 copies of The NFE Exchange were distributed to persons requesting it.

b. There continues to be an increase in the number of persons who have heard about the services of the Center from sources other than the Center. There appear to be three principal sources of information about our work: colleagues, citations in publications, and development-related organizations.

c. In 1979, there was a marked increase in the number of persons asking for topically-oriented materials to meet their own development program needs. A large increase is also noted in requests relating to further training.

d. The number of visitors to the Center in 1979 showed a marked increase over previous years. While many visitors had very general interests, many others came to the center looking for specific kinds of information.

e. There has been an increase in the number of invitations to Center representatives to attend, participate in, or display materials at conferences, seminars or workshops around the world.

f. Increasingly, individuals representing development organizations and universities are requesting multiple copies of The NFE Exchange for use in courses and in training programs, or to distribute to field staff.

g. Many more network participants are contacting us in an attempt to locate sources of funding. Support for training seems to be a particularly common need.

h. The Non-Formal Education Information Center is receiving an increasing number of requests regarding the organization and management of an information center.

i. There is an increasing trend to request the linkage of our center and network with other groups with similar interests.

j. Recent correspondence to the Center contains a significant increase in requests regarding the availability of employment. Though some are interested in work at our Center most are inquiries regarding our willingness to give information about current positions or employment possibilities in the various organizations in the NFE network. There are fewer requests, though still a significant number, recruiting for specific positions.

2. Special Task Requests

a. Special Task Requests

__In 1974, we received 8 such requests

__In 1975, we received 23.

__In 1976, we received 53.

__In 1977, we received 70.

__In 1978, we received 82.

__In 1979, we received 156.

Examples in 1979

1. A health educator in Sri Lanka requested materials on extending primary health care services to the population through teams of volunteers.

2. An agricultural engineer from Lima, Peru, asked for information on skills training programs for adults and youth.

3. Representatives of the Women's Service of the Department of Community Development in Yaounde, Cameroon, requested materials on community development programs with a special emphasis on the role of women.

4. A Nigerian adult educator requested that the Center assist him set up a modest resource library on adult and non-formal education.

5. An individual from Provo, Utah, asked for copies of bibliographies on literacy and communication and media.

6. An organization in California asked for information on women and appropriate technology.

7. A representative of the Hong Kong Council of Women asked for materials to help her work with voluntary organizations in designing NFE programs for women.

8. A public health worker with the Ministry of Health in The Gambia requested materials on non-formal education as it relates to health.

9. The Coordinator of UNDP in Swaziland requested materials on the evaluation of popular theater.

10. The Executive Secretary of TRANET asked for information and comments on non-formal education and appropriate technology, especially in the areas of popular participation and income-generation.

11. A field worker in Liberia asked for some practical, simple evaluation tools, methods, and ideas.

12. Two educators from the University of Massachussetts asked for information on the educational system and development philosophy in Guinea Bissau.

13. The South Pacific Regional Development Officer of the U.S. Agency for International Development asked for materials on appropriate education for rural living.

14. The Development Coordinator of Gente Ayudando Gente, A.A.P., requested a bibliography on non-formal education and children.

15. The Honorary Director of the Gandhigram Trust in India requested materials on adult education and literacy.

16. A Peace Corps Volunteer in Ecuador requested materials on non-formal education as it relates to agriculture, health and nutrition.

17. A Peace Corps Volunteer assigned to the Ministry of Agriculture in Lesotho requested materials to place in an agricultural resource library.

18. A school health technician from Nigeria requested information on health and nutrition.

19. A teacher in Mozambique requested materials on simulation and role play for teaching history and politics.

20. A member of the Institute of Adult Studies in Kikuyu, Kenya, requested materials to help him develop training programs for unskilled members of the Civil Service.

21. A representative of the Federation of Asian Bishops' Conference asked for materials related to literacy and social change.

22. A representative from Project USPI in Indonesia asked for information on management, administration and classification of an information network.

23. A consultant working on an AID-funded project asked for materials on training, literacy, agriculture, health and communication as they relate to non-formal education in Jamaica.

24. A specialist with The World Bank requested a bibliography on health and nutrition.

25. A representative of Catholic Relief Services in Yemen Arab Republic requested information on disease control.

26. A member of the Tata Institute of Social Sciences inquired about the availability of materials on the evaluation of literacy programs.

27. The Director of Non-Formal Education of Burundi requested basic materials on non-formal education to assist as he implements plans of their new NFE department.

Trends and Modalities. The requests for topical searches continue to be very diverse. The most frequent (32) type of special request was for materials on women in development. Next frequent (26) were requests for print materials on non-formal education in the context of literacy,

numeracy and basic education and as these relate to development in general. We received 24 requests for information on health and nutrition. Agriculture and training are high priorities for members of the NFE network; in 1979 we received 18 and 17 requests respectively in these areas. Next frequent were requests for information on communication (16) and literacy (15) and the use of literacy for social change. There were eight requests for materials relating to specific countries. We received six requests, each, for information on community development and evaluation. Five people requested financial support from the Center for training. The Center received four requests, each for materials on out-of-school youth, appropriate technology, correspondence/distance education, and income-generating activities.

The remaining requests were for information in a wide variety of areas: NFE and handicappers, rural development, the vocational/industrial sector, management, participatory research, curriculum development, cooperatives, and family life education. We also received requests for contributions to other publications. The large increase (nearly 100%) in numbers of special requests suggests that this is a much-needed and valuable service which is sure to remain an important part of the Center's work.

b. Requests for Topical Searches to Locate NFE Centers, Agencies, or Network Participants in Certain Geographical or Specialty

Areas

__In 1974, we received 4 such requests.

__In 1975, we received 7.

__In 1976, we received 12.

__In 1977, we received 22.

__In 1978, we received 16.

__In 1979, we received 20.

Examples in 1979

1. A faculty member from the University of Chile asked for a list of institutions that offer correspondence education, and descriptions of their programs.

2. A representative of the Canadian Ministry of Culture and Recreation requested a list of organizations that address women's issues.

3. The Director of Program Operations of the Federation of Southern Cooperatives indicated an interest in sharing information through the Center with others who have similar concerns.

4. The Federation of Asian Bishops' Conferences asked for the names and addresses of NFE Center Network participants in Asia.

5. A faculty member from the University of Manitoba asked for a list of individuals or organizations involved in cable/facsimile broadcasting or close-circuit broadcasting of mediated information.

6. An Indian national living in the U.S. requested a list of organizations in North America that give training in NFE techniques.

7. A representative of the Institute of International Education asked for a listing of people or organizations who could give information on educational systems and programs for developing countries.

Trends and Modalities. The requests for identification of NFE centers, agencies and personnel in certain geographical and specialty areas varied considerably. The majority of the requests were for referrals to organizations rather than for the names and addresses of individuals. Most of the

addresses were requested for linkage purposes, followed by requests for addresses for research purposes. Also important were requests relating to community development, the use of drama as an educational method, and training. Several requests were from North American NFE organizations working in sectors such as literacy and agriculture.

There continues to be a tendency for people who are not linked through traditional professional bonds to seek each other out to share ideas and concerns. The identification of counterparts, regardless of job definition, is important. The staff of the NFE Center continues to be sensitive to the wish of people in the field to identify others with similar tasks. It therefore tries to make The NFE Exchange serve as a communication link by including very complete address information in the project highlights section, increasing the size of the Reference Review and Network News sections, and adding more fugitive documents and their sources to the Bibliography section. Additionally, as the NFE network develops and the links between participants increase, it is desirable that the use of the Center as a "go-between" decreases while its role as a facilitator for direct communication between participants increases. The Center appears to be approaching this goal while still meeting the needs of those who make requests directly to the Center.

c. Requests for the NFE Information Center to Extend Services and Invite Others into the Network

__In 1974, we received 3 such requests.

__In 1975, we received 8.

__In 1976, we received 29.

__In 1977, we received 42.

__In 1978, we received 50.

__In 1979, we received 69.

Examples in 1979

1. The Acting Chief of the Office of Population of the Information and Education Division of the U.S. Agency for International Development asked that we add two organizations to our mailing list.

2. A Peace Corps volunteer in Malawi requested three copies of The NFE Exchange for participants in the Malawi Rural Development Project.

3. The convenor of a Community Health Club in Johannesburg, South Africa, asked that three names be added to the Center's mailing list.

4. The Regional Advisor of the Regional Office for South East Asia of the World Health Organization asked that we extend our services to 13 key health training professionals.

5. A member of the Ministry of Education in Kingston, Jamaica, requested that we add a colleague to our mailing list.

6. The Director of the University of Chile asked that four colleagues be added to our mailing list.

7. The UCIP Coordinator in Asia requested that the Center extend its services to his organization.

8. A representative of The Asia Foundation asked that we add 15 of their field representatives to our mailing list.

9. A member of the U.S. Agency for International Development requested that the Center extend its services to four overseas representatives.

10. A member of the Overseas Division of Oxfam UK requested that we send materials on community health programs to representatives in Tanzania and Zaire.

11. A Peace Corps worker from The Gambia requested that we add her counterpart to our mailing list.

12. The Librarian for Save the Children asked that we send The NFE Exchange to a field officer in Lebanon.

Trends and Modalities. The requests for the Center to extend services and to invite others into the network continued at a steady pace. There were almost three times as many requests to add individuals to our mailing list than there were to include specific organizations. Many were requests for the Center to extend services to colleagues who were in a different organization than that of the person initiating the request. The trend continued for more field workers than other development workers to be added to our mailing list. The addition of organizations to our mailing list suggests that the work of the Center is also reaching planners and administrators. It should also be noted that, in many cases, requests originating from the United States are frequently to include people from low-income countries on our mailing list. Although The NFE Exchange was most frequently mentioned in letters to us, other MSU publications on NFE were also requested.

The Center has maintained its commitment to be responsive to all persons who wish to avail themselves of the services that it offers. The Center staff has continued to send a personalized response to all letters we receive. This policy of both being accessible and giving personal responses to all inquiries, encourages those already in the network to act as catalysts for expanding the NFE network. A number

of letters come to us from individuals who say that a copy of the newsletter has been passed on to them from a colleague who is already part of our network. This kind of growth seems especially prevalent among those members of the network who are fieldworkers rather than policy makers or administrators.

d. Requests for Items to be Included in The NFE Exchange

__In 1975 (first publication), 10 requests received.

__In 1976, we received 48 requests.

__In 1977, we received 25.

__In 1978, we received 26.

__In 1979, we received 27.

Examples in 1979.

1. A representative of the National Media Production Center in the Philippines requested that we describe Teatro Obrero in The NFE Exchange.

2. A representative of the Commonwealth Bureau of Agricultural Economics requested that we announce their willingness to receive publications for possible abstracting in their journal REETA.

3. The Director of the Disabilities Study Unit in Sussex, UK, requested that we mention in The NFE Exchange a publication on making simple equipment for use by handicapped children in developing countries.

4. An Australian field worker asked for a list of English-speaking contacts in Colombia.

5. An individual from Zaire requested addresses for a number of North American youth organizations.

6. An individual asked for the names and addresses of persons knowledgeable about the uses and functions of drama in formal and non-formal education.

Trends and Modalities. The number of requests for items to be included in The NFE Exchange remained steady between 1978 and 1979. The requests varied considerably. The most

frequent were those that asked us to announce the availability of publications or materials in the newsletter. There were also requests to announce conferences, describe and announce positions, training opportunities, and the availability of publications. It should be noted that these figures only reflect specific requests and that, in addition, the Center received hundreds of organizational descriptions and publications which are brought to the attention of participants in the network through our correspondence and The NFE Exchange.

e. Requests for Information on Education and Training in NFE

__In 1975, we received 18 such requests.
__In 1976, we received 29.
__In 1977, we received 26.
__In 1978, we received 44.
__In 1979, we received 43.

Examples in 1979

1. A representative of Serendeepan in Sithankerny, Sri Lanka, wished to know about Michigan State University's offerings in curriculum planning and administration.

2. Representatives of the University of Massachusetts NFE Team requested information on research in non-formal education for staff development.

3. The Project Office of the Ramon Aboitiz Foundation in Manila, Philippines, asked for information on training in the field for non-formal education and community development.

4. A doctor with the Comprehensive Health and Development Project in Pachod, India, indicated an interest in attending the Special Institute for Non-Formal Education at Michigan State University.

5. A professor from the University of Chile requested information on the Program of Studies in Non-Formal Education at Michigan State University.

6. A Bangladeshi Field Officer for Canadian Management Consultants inquired about training opportunities at Michigan State University.

7. The Director of the Lesotho Distance Teaching Center requested information on alternatives relative to training and education at Michigan State University.

8. An individual from Bombay, India, wrote regarding training opportunities relating to mobilizing youth for development.

9. An individual from New Jersey wrote regarding doctoral opportunities relating to development communication at Michigan State University.

Trends and Modalities. The number of requests coming to the NFE Center that relate to education and training in non-formal education has remained steady. Most letters inquiring about education and training in non-formal education are requests for study at MSU. In some cases, the requests were for correspondence courses from MSU so field workers could continue in their jobs while pursuing further study. The Center also received requests to provide training for field and administrative staff on the campus, and several requests to conduct training in the field. In addition, there were requests for the Center to provide internship opportunities for students preparing for work overseas.

f. Requests to Use NFE Information Center Resources at Michigan State University

The NFE Information Center, in cooperation with the Institute for International Studies in Education, made its facilities, documents, and staff available to many persons in the NFE network who travelled to Michigan State University for that specific purpose.

Examples in 1979

Jitka M. Kaufman, Study Abroad Adviser, University of Pennsylvania, Philadelphia, Pennsylvania.

Dr. V. Rajagopalan, Director, Centre for Agriculture and Rural Development Studies, TANU, Caimbatore, India.

Dr. A Venkataraman, Vice Chancellor, Tamil Nadu Agriculture University, Caimbatore, India.

Dr. Louis Dupree, AUFS, Pennsylvania State University and Lahore, Pakistan.

Mrs. Cecilia Kah Bigoga, Community Development Department, Bali, Northwest Province, Cameroon.

Mme. Amissou Cisse Bonkano, Chef de Division, Bureau Solde, Union Nigerienne de Credit et de Cooperation, B.P. 296, Niamey, Niger.

Jane Cole, Executive Secretary, National Council on Women and Development, P.O. Box M.53, Accra, Ghana.

Kadiatou Diallo Coulibaly, Direction nationale de l'Alphabetisation Fonctionnelle et de la Linguistique Appliquee, B.P. 62, Bamako, Mali.

Mareme Diagne Gbaya, Institut de Technologie Alimentaire, Route des Maristes Hann, Dakar, Senegal.

Thecla Gumbo, Radio Tanzania, P.O. Box 9191, Dar es Salaam, Tanzania.

Leontine Some, Attachee de Cabinet au Ministere des Affaires Sociales et de la Condition Feminine, Ouagadougou, Upper Volta.

Angele Hakizimana-Dusabimana, Ministere des Affaires Sociales et du Mouvement Cooperatif, B.P. 60, Kigali, Rwanda.

Muthoni Likimani, Managing Director, NONIS Publicity, P.O. Box 48746, Nairobi, Kenya.

Japhtaline Mantuka Maisela, Masimanyane Self-Help Club, 929 Central Western Jabauu, P.O. Moroka 1860, Johannesburg, South Africa.

Benoite Mamadou-Doketh, Monitrice a la Faculte des Sciences de la Sante, Jean Bedel Bokassa, B.P. 1383, Bangui, Central African Empire.

Yvonne Ncane Mbele, "Ngezandla Zam" Home Industry, P.O. Box 31190, Braamfontein 2017, South Africa.

Khadaja Mint Emir, Direction de la Promotion Socio-Educative, Ministere du Travail, de la Sante et des Affaires Sociales, Nouakchott, Mauritania.

Dulci[illegible] Mokgethi, Head of Social Welfare and Community Development Division, Ministry of Local Government and Lands, Private Bag 006, Gaborone, Botswana.

Ambougou Basile, Chief, Provincial Planification G.M. Garong, Cameroun.

Donald and Joy Rugh, Board of Global Ministries, United Methodist Church, New York, New York.

Paul Yount, Board of Global Ministries, United Methodist Church, New York, New York.

Marjorie Belcher, Africa Regional Affairs Bureau, U.S. Agency for International Development.

Senor Esteban Hernadex, Senor Miguel Vazquez, Technological Institute in Merida, Mexico.

Saliou Mbaye, Director, Archieves du Senegal, Immeuble Administarif, Dakar, Senegal.

Enrique Cardenas, 38 #105 Buenavista, Merida, Yucatan, Mexico.

Dr. Luis Montoya, Representative, International Institute for Africultural Sciences (IICA), Costa Rica.

Dr. Michael Moran, Special Advisor for External Affairs, ICCA.

Devanathan Govind Samy, American Cultural Center, 333 Smith Street, Durban, South Africa.

Sizakele E.M. Mohloai, USICA, Box 573, Maseru, 100, Lesotho.

Mongo-Bebey, Emile, USICA, P.O. Box 817, Yaounde, Cameroon.

Douala Wanga Roudolphe, USICA, B4045, Douala, Cameroon.

Gladys Wesley, American Embassy, Walpole Street, Freetown, Sierra Leone.

Hawa Aden, Head of Women's Education Service, Ministry of Education, Box 421, Mogadisho, Somalia.

Kokoe Ajavon Bahun-Wilson, Chef, Section Aide Sociales, Direction Generales des Affaires Sociales, Lome, Togo

Trends and Modalities. There has been a substantial increase in the number of people who have come to the Center. The majority are policy makers and planners who represent both government and non-government development organizations. Most visitors to the Center have wished to get information on a specific topic or sector, with training being the most frequently cited area of interest.

The Center also responded to a request from Operation Crossroads Africa to design and offer a training workshop for 17 participants from various African countries. The workshop provided training in NFE project planning and management, and in proposal writing. Participants were women leaders of programs concerning women in development in the contexts of income generating, literacy, nutrition, agriculture, and communication projects.

C. Development of a Worldwide Network of NFE Resource Centers

There has been a marked increase in inquiries directed to the Center concerning the establishment of linkages between our resource center and counterpart centers in Africa, Asia, and Latin America. In addition, organizations have asked for assistance in developing and maintaining a manual, user-oriented information center. Our booklet entitled, A Simple Guide to the Non-Formal Education (NFE) Information Center: How Documents are Classified, Indexed, and Cross-Referenced, by Lynn Schleuter, has been frequently requested in this regard.

A major new objective of the Center is to expand its services by strengthening similar response capacities in selected LDC organizations. To attain this goal the NFE Information Center at Michigan State University plans to assist selected LDC entities in planning, initiating, operating and evaluating national and/or regional Non-Formal Education Information Centers. Several organizations have indicated an interest in exploring more formal collaboration with the Non-Formal Education Information Center. A more complete discussion of the status of this new scope of work may be found in Part III of this report.

D. Publications

In 1979 three issues of The NFE Exchange were published:

No. 14, Training for Development 1978/4
No. 15, New Roles for Health Workers 1979/1
No. 16, Generating Income through Group Action 1979/2
No. 17 on NFE and Literacy, 1979/3, is forthcoming.

The fifth paper in the Center's Occasional Paper series was published and is requested frequently by network participants:

O.P. #5, Journals and Newsletters on Non-Formal Education and Development: A Select Annotated Bibliography compiled by Lynn C. Schlueter and Jim Fritz.

This paper is a departure in terms of style from the earlier Occasional Papers. It is intended to serve as a resource for development planners and practitioners to identify useful periodical information that is published in many countries on a variety of relevant topics. Three manuscripts are currently being considered for publication as Occasional Papers.

The NFE Information Center also published an initial draft of a major bibliography on non-formal education and development:

Bibliography on Non-Formal Education and Development, Draft, May 1979, compiled by Mary Joy Pigozzi.

This was the result of an initial study of the core resources housed in the NFE collection at MSU. Organized by sectors, select issues and themes, special audiences, and world regions, the citations are also cross-referenced into appropriate categories. A majority of the over 600 listings have an annotation with full address of the document's source. It should be noted that over 95% of the resources identified are contributions to the NFE Information Center from persons who participate in the Center's exchange network.

Work has begun on developing a series of topically oriented bibliographies (e.g., health, women in development, agriculture) to be published this year. Although sources identified in the draft bibliography, described immediately above, form the backbone of these bibliographies, further research is being conducted on each topic and the core documents from each of these bibliographies will be selected and made available to collaborating NFE Centers in Africa, Asia and Latin America.

Two manuals are being developed. Both are designed as practical "how-to" booklets. The first will describe how The NFE Exchange newsletter is produced, and the second, how the Michigan State University NFE network is managed.

E. Women in Development Component

During 1979 the NFE Information Center was under contract with the AID Office of Women in Development to pay special attention to requests and issues relating to women and development. The equivalent of two pages of each issue of The NFE Exchange published during the year was devoted to women and development. Center staff also responded to over 30 special requests for materials on the topic. In addition, more than 250 names of persons especially interested in women in development topics were placed on the mailing list to receive The NFE Exchange. Many documents on women in development were contributed to the NFE Center.

As indicated earlier, the Center has continued to make special training opportunities in NFE project planning available to women from LDCs.

F. Participant Responses to the Work of the NFE Information Center

A cursory analysis of letters received at the NFE Center suggests the following:

- Participants appreciate the personal, tailor-made responses they receive from the Center.
- The materials sent by the Center to planners and field workers seem to meet their pragmatic needs.
- Recipients of The NFE Exchange find its contents and identification of sources helpful for their work.
- Network participants who have been served by the Center often write requesting additional assistance of a more complex nature (training and advice on specific problems, for example).
- Development planners and practitioners often seek not simple publications and information, but also moral support and critical commentary on their questions.

ILLUSTRATIVE CORRESPONDENCE FROM NETWORK PARTICIPANTS IN 1979

Thank you very much for your assistance and very prompt response to my request for NFE information. The bibliographies and newsletters will go into the USAID office working files for everyone to use. They are of much use to me now. The Food and Agriculture Officer and the Women in Development Officer will also, I'm sure, find them useful in their project planning studies.

Gail Pate, DVM
Dar es Salaam (ID)
Department of State
Washington, D.C. 20520

17 September 1979

I would like to thank you for your letter of 25 May and the information which you forwarded related to our inquiry on Guinea Bissau. We have already assembled the documentation which you mentioned with the exception of "Peoples' Power in Mozambique, Angola and Guinea Bissau". We were unaware of the existance of the Information Center which published the paper and shall be contacting them immediately to secure copies.

We will also follow up with Crossroads Africa and the three women whom you mentioned.

David Kahler
Charles Bookman Fellows,
Center for International Education
Hills House South
University of Massachusetts
Amherst, Massachusetts 01003

13 June 1979

Thank you for your letter of June 11 with the enclosed NFE brochure. I was very delighted that Dr. R.L. Macagba had made such a nice arrangement with you to add my name to your mailing list, so that I would have the privilege to receive NFE Exchange informations regularly. Materials like this kind will certainly broaden our knowledge in this very field.

Paul Wei, Director
World Vision of Taiwan
P.O. Box 37-11
Taipei, Taiwan

26 June 1979

Please keep my name on the mailing list. May I congratulate you on the good service you provide for the benefit of the profession in particular and humanity in general.

Shakariah Chamala, Senior Lecturer
Agricultural Extension
University of Queensland
St. Lucia, Queensland, Australia, 4067

7 August 1979

I have just received issue no. 15 of The NFE Exchange. I want to congratulate you on what I consider an excellent job, both in the preliminary statement on "New Roles for Health Workers" and in the annotated bibliography on "Health and Nutrition". I only wish that among the "experts" in the health and nutrition field, there were a higher proportion of persons of social perception and literary skill that your issue no. 15 represents.

David Werner
The Hesperian Foundation
Project Piaxtla
Box 1692
Palo Alto, California 94301

1 October 1979

We are grateful to you for sending us The NFE Exchange, which we frequently recommend to visitors at AHRTAG. You mention in your letter the preparation of 'bibliographies on health', would it be possible for AHRTAG to receive copies of these in future? I feel sure we would make good use of these.

Maureen Gadd
Appropriate Health Resources &
Technologies Action Group Ltd.
85 Marylebone High Street
London W1M 3DE UK

1 November 1979

I have just received your wonderful volumes of helpful advice and instructions! I want to say a big "Thank you" for such generous postage and donation! I could really hardly believe my eyes. God bless you all for this fantastic service to the world!

Sister Mary de Chantal FMDM
Our Lady's Hospital
Jalan Chung Thye Phin
Ipoh, Perak, West Malaysia

8 October 1979

I have just finished reading your Issue No. 16/1979/2 and found it to be most useful.
I would like to share this particular issue with our field staff officers overseas. Is it therefore possible for you to forward twelve copies to my attention. I would be quite willing to pay a fee for the extra copies.

Eloise Burke, Coordinator
Orientation Department
CUSO
151 Slater
Ottawa, Ontario
Canada K1P 5H5

5 November 1979

I am working with a variety of self-help and training programs in the Philippines and find the information in your publication most valuable. Would it be possible to place my name on the mailing list for The NFE Exchange?

Michelle Kirby, Rural Development Specialist
c/o U.S. AID Philippines
APO San Francisco 96528, U.S.A.

19 October 1979

Ghana Organisation of Volunteer Assistance is a Private Voluntary Organisation working in basic Agricultural and Community development. Please add us to your subscription list for The NFE Exchange. Thanks.

Mark Killen, Project Manager
Ghana Organisation of Volunteer Assistance
P.O. Box 5796
Accra-North, Ghana

17 September 1979

May I have two additional copies of The NFE Exchange, No. 14, "Training for Development," and of Issue No. 16, "Generating Income through Group Action" to place in the library of the Monterey Institute of International Studies? I am teaching a course to graduate students on management of development within a country.

Carlton L. Wood, Adjunct Professor
Monterey Institute of International Studies
Monterey, California

9 November 1979

In my collection of The NFE Exchange the following numbers are missing: 13,11,10,9,4,3,2 and 1. Could you send me these? Also, could we reproduce matter, duly acknowledging the source in our publication, SKIP Newsletter?

T.R. Babu, Editor
Skills for Progress
72, Brigade Road
Bangalore-560 025
India

10 October 1979

I must say, with much gratitude to your institute and The NFE Exchange, that I learnt about the Searsolin Institution from The NFE Exchange, and the consequence to this has been most rewarding.

Richards D. Karunairajan
Serendeepam
Sithankerny N.P.
Sri Lanka

5 May 1979

We also wish to thank your good office for our continuing subscription to The NFE Exchange. The said paper has been instrumental in opening new horizons by way of useful information and addresses of persons whom we can help or who can contribute to our growth.

Mag Cruz Natol
Program Officer for Theater
National Media Production Center
Intramuros, Manila 2801
Philippines

18 May 1979

In response to your Purchase Order No. LRS 0635 we are sending to you, under separate cover, 20 additional copies of The NFE Exchange No. 7/8.

Response to:
Mrs. Helen Martins
Education and Training Department
International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

11 June 1979

I shall also be grateful if you can send me some of your back copies. I was very lucky to borrow a copy from a colleague here and found the bulletin highly informative and exciting. I therefore willed to establish direct connection with your organisation on my friend's encouragement.

N.O. Brown
Division of Continuing Education
University of Jos
Jos, Nigeria

2 May 1979

I thankfully acknowledge receipt of The NFE Exchange, an excellent and valuable publication for updating and broadening one's grasp of developments in the field.

Stan Reaves
181 Prospect Place
Brooklyn, New York 11238

26 April 1979

Peace Corps/Central African Empire is very interested in receiving a subscription to your magazine The NFE Exchange for our reference collection. Volunteers use this collection to help them in their primary jobs and to guide them on their secondary projects.
We would appreciate receiving two copies of your magazine and the French version if available. Thank you for your assistance.

Karen A. Woodbury
Country Director
Peace Corps
P.O. Box 1080
Bangui, Central African Empire 3 April 1979

Regularly I receive a copy of The NFE Exchange and find it useful in my work.

C.H. Piyaratna
Regional Adviser in Health Education for
Regional Director
World Health Organization
Regional Office for South East Asia
World Health House
New Delhi 1.10.001, India 14 May 1979

Just a brief note to say thank you so very much for sending the materials by air. We are using them right now. I have a planning group of six women - each from different Asian countries working with me for the next 2 days before all delegates arrive.
I believe I do "nonformal" education in that none of the women I work with are educators - all work with groups of women and women's organizations. The materials you have sent are most readable. I can get non-academics (as well as academics) interested. Thank you. It is a real boost to the planning committee. It is a joy.

Rosann Santora Kao
The Hong Kong Council of Women
G.P.O. Box 819
Hong Kong 29 May 1979

Further, I would like you to know that the NFE Newsletter has been of immense value to me as a pioneer worker in the field of non-formal education. For the last two years I have been running the NFE Centre in a slum area of Delhi, the report of which I propose to send you along with the filled-in questionnaire. I find everything in your NFE Newsletter very useful, i.e. theoretical materials, case studies and project descriptions, annotated bibliography and so on. I therefore, wish that the activities of the NFE Centre Michigan continue to grow and expand manifold. I also wish to visit the centre if such an occasion comes along.

S.P. Patel
Department of School Education
National Council of Educational Research
& Training
Sri Aurobindo Maarg
New Delhi-110016, India 18 May 1979

I am writing to acknowledge receipt of your letter and to thank you for the books on various aspects of Non-Formal Education sent together with your brochure, bibliography and news-letter. They were very valuable study material and really beneficial in my field of work.

Agnes Afriyie Amankwaa, Regional Secretary
Regional Secretariat
National Council on Women and Development
Kumasi 2 March 1979

We have been receiving your NFE Exchange for at least two years now, and find it very informative. I share items and references from it whenever I can, also recommending that others contact your office to be put on the mailing list. It is indeed a valuable resource.

Lillian C. Baer
Outgoing Director,
Regional Training Resource Office
Peace Corps
P.O. Box 2534
Dakar, Senegal 15 May 1979

In March you were kind enough to send me a bibliography on income-generating activities for rural women. I have been preparing a review/policy paper for the Women in Development Office at A.I.D. on the employment of rural women which unfortunately cannot be distributed at this time. But I am enclosing the list of references, some of which pertain specifically to income-generating projects (or current activities) among rural women, some of which do not. I hope that you may find it useful. (Some of the items duplicate those on your own list).
With best wishes for your forthcoming newsletter.

Ruth B. Dixon
Associate Professor
Department of Sociology
University of California, Davis
Davis, California 95616

29 May 1979

The printed matter you have sent is very useful giving us a lot of new ideas and experiences of other people.

Sr. Joan D'Souza
Good Shepherd Convent
People's Welfare Centre
Museum Road
Bangalore 560 025
India

28 April 1979

This is a note to pass on a very large thanks for your 10 January letter and all the enclosed materials. I have also received copies of your letters to other institutions asking them to send us information related to community education.

I also want to thank you for your very helpful suggestions on the organizational analysis. I have forwarded this information to the UNFPA Coordinator in Nepal as we are helping him next month to do a similar one in the population field. We fully agree that as far as the training analysis, there should be a look at the types of content being offered.

John L. Woods, Director
UNDP/DTCP
P.O. Box 2-147
19 Phra Atit Road
Bangkok 2 Thailand

5 February 1979

We received your package containing the literature we requested on Non-Formal Education and the copy of "Non-Formal Education and the Rural Poor". We sincerely appreciate your interest in assisting our group with its work, and we also express our grateful thanks for sending us these papers. It is of no doubt that this literature will be of great use to us and to a developing country like Sri Lanka, and we will endeavour to keep you informed of our progress in introducing Non-formal Education in Sri Lanka.

A.D. Paul, Project Manager
Appropriate Technology Group
c/o Chemical Industries (Colombo) Ltd.
P.O. Box 352
Colombo 1, Sri Lanka 22 January 1979

We at Crossroads Africa would like to express to you our profound gratitude for all that you have done to make 1978 such a successful year for our work.....Our thanks to you for joining us in our efforts to bring the continent of Africa and these United States closer together through better understanding and appreciation of one another.

Bart Rousseve, Director
Operation Crossroads Africa, Inc.
150 Fifth Avenue
New York, New York 10011 24 January 1979

Yesterday, we received Issue No. 13-1978/3 of The NFE Exchange which has women in development as the main theme. This is an excellent issue which is timely and useful to us. Usually we receive multiple copies of your publication, but only one was received of this edition which is normally sufficient for our use. Due to the interest in women in development and the appropriateness of this issue, we are requesting an additional twenty (20) copies for distribution to key organizations and groups concerned with the role of women in development.

Dr. James A. Turman
Office of Education
USAID/Philippines
APO San Francisco 96528 2 March 1978

I was much impressed with the content of your Issue Number 13-1978/3 of The NFE Exchange which focused on Women in Development. This was a splendid summary of basic considerations as well as an excellent bibliography listing.

Keith N. McFarland, Dean
College of Home Economics
University of Minnesota
St. Paul, Minnesota 55108

12 February 1979

Your publication will be of great assistance as a reference source on NFE development projects and research conducted throughout the world. With my colleagues we will be soon initiating a participatory-research project on non formal education for associative rural development. If interested, we will be glad to share our theoretical frame of reference and methodological strategy.

Victor Manuel Gomez
Fundacion Javier Barros Sierra
Palacio de Mineria Tacuba 5
Mexico 1, D.F.

16 January 1979

Your publication has been very useful to my work and I would like to continue receiving them as a reference for the new assignment....I have left all the back issues and other publications sent earlier by your agency with the headquarter's library. Would you kindly send one set of back issues please.

Patchanee Natpracha, Assistant Director
AHEA-IFPP for Asia
132 Soi Mompaow, Pradipat Road
Bangkok 4, Thailand

10 January 1979

I refer to the Supplementary Paper No. 1 "Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil", by Michael Lukomski, that you published sometime ago in your Supplementary Series. I am pleased to inform you that the Spanish version of this paper has just been printed by our Centre. In this connection, we have delivered to you by separate airmail a copy of it.

Eduardo Ribeiro de Carvalho, Director
CINTERFOR
Casilla de Correo 1761
Montevideo, Uruguay 141.79

30 January 1979

Reference our phone conversation of 21 December 1978. As I mentioned, the Office of Programming and Training Coordination of the Peace Corps would greatly appreciate 80 complimentary copies of The NFE Exchange, Issue No. 11, 1978/1 titled "Skills Training Programs for Adults". It is our intention to mail copies to Associate Peace Corps Directors for Education as an example of the kind of newsletter which may provide important information relevant to their work.....We believe the material included in NFE which came directly from the field and includes the names and mailing addresses of the authors is especially valuable. Direct project to project communication dealing with operational issues can have real benefits for both parties. In our communication to Associate Directors for Education we will encourage them to participate in this kind of dialogue through NFE.

Rodger L. Hurley, Consultant
Peace Corps
Washington, D.C. 20525

22 December 1978

I have just received my copy of The NFE Exchange on "Women in Development" and find it extremely useful. If I have not already overstepped my options in appealing to you for extra copies of your extremely helpful publication, I will be very grateful for any extras of this particular issue since it could be used most effectively in my class on International Education.

James R. Sheffield
Associate Professor of Education
Teachers College Columbia University
New York, New York 10027

11 January 1979

I would like to thank you for your consideration and prompt response in the past. The Center's studies and topical information have been of great assistance in my work here and are being shared with other Volunteers throughout the Dominican Republic. Thank you again.

Allison Moore
Coop. Momon Bueno, Inc.
Partido-Dajabon
Republica Dominicana

12 December 1978

III. Semi-Annual Report on New Scope of Work and Efforts to Strengthen Capacity of Select NFE Resource Centers in Africa, Asia, and Latin America

A. Efforts Undertaken

In partial fulfillment of its new technical assistance activities, the NFE Center has advised AID (DS/ED) in the selection of appropriate sites in Africa, Asia, and Latin America and has developed criteria for the selection of LDC-based NFE centers. Initial preparations for the provision of in-service training for LDC NFE center administrators and staff has begun, as has work to develop a core bibliography on NFE --- preliminary to the provision of a basic stock of NFE materials to the various centers.

In addition, two trips were undertaken by MSU and AID personnel to assess possible sites to serve as the NFE network link(s) in Francophone Africa, and to draft an agreement of cooperation between MSU and the collaborating organization. Following are remarks on the sites visited.

B. Institut Africain pour le Developpement Economique et Social (INADES), Abidjan, Ivory Coast

In December, 1979, Mary Joy Pigozzi of MSU and Dr. Matthew Seymour of AID's Africa Bureau visited the African Institute for Economic and Social Development in Abidjan, Ivory Coast, to assess the

capacity of INADES to function as a Non-Formal Education Information Center for Francophone Africa and to determine if the organization would desire and be ready to move toward formal collaboration with Michigan State University's Non-Formal Education Information Center (under terms of AID Contract No. DSPE-C0046, Non-Formal Education Network).

It was felt that INADES would be an ideal counterpart center to collaborate with Michigan State University's Non-formal Education Information Center as it is already actively involved in generating and sharing knowledge about non-formal education and development. INADES has worked toward the education of adults since 1962. It is administered by Jesuits and divided into two parts, INADES-Formation (training) and INADES-Documentation. Although INADES might not describe its work as such, it is actively involved in non-formal education, serving planners and practitioners throughout the region. It works in 19 African countries, mostly Francophone, where INADES-Formation offers excellent training, materials, and a periodical relating to development. INADES-Documentation has an impressive library and carries out a number of important services. These include an individualized referral service, a travelling library, a fortnightly bibliographical service, and the provision of photocopies of materials to requesting individuals in the field. Thus, the two division of INADES are already carrying out the activities of a non-formal education information center.

For more detail on this trip and on INADES, readers are referred to "Report of Trip to INADES, Abidjan, Ivory Coast to Assess the Capacity of INADES to Function as a Non-Formal Education Information Center, 10-13 December 1979" by Mary Joy Pigozzi.

In February 1980 Joan Claffey of MSU and Dr. Ray San Giovanni (AID,DS/ED), Project Officer for the NFE Network Contract, visited INADES-Documentation in Abidjan and the Institut du Sahel in Bamako, Mali. The principal purpose of the trip was to negotiate and draft a formal agreement of cooperation between Michigan State University for the Non-Formal Education Information Center and the African Institute for Economic and Social Development (INADES) for INADES-Documentation (under the scope of work of AID Contract No. DSPE-C0046). The second purpose of the trip was to respond to a request from Mr. Norman Rifkin (AID, Sahel Development Planning Office, Bamako) to discuss possible services to his office and to the Sahel Institute which has a Sahelien Information and Documentation Center (RESADOC).

Dr. Steve Grant (AID,REDSO/WA), Dr. Ray San Giovanni (AID,DS/ED), and I concurred that INADES-Documentation is highly suited to serve as a key counterpart resource center for Francophone Africa. The organization has a strong track record of performance and service throughout Francophone Africa, a dedicated staff, and a long-standing commitment to work toward the improvement of the lives of African peoples, especially those in rural areas.

Ms. Nicole Vial, the Director of INADES-Documentation indicated the interest of the organization in further exploring areas of possible collaboration with the NFE Information Center. They expressed particular interest in support for their letter-answering service, related training, select document procurement, and for facilitating cooperation in responding to inquiries concerning NFE development efforts in Francophone Africa.

We together drafted a general, umbrella agreement to cooperate, the document containing general statements on our area of common purpose, the objectives and activities of our respective organizations, areas in which we might collaborate, and particulars for later developing specific activity agreements. Appropriate signatures of authorization were to be sought both at MSU and at INADES.

Upon the effecting of the general agreement of cooperation, specific activity agreements will be developed. It was felt that the first of these task agreements should provide for two-weeks training at MSU for Ms. Vial and her assistant to strengthen their capacity in responding to letters of inquiry from development practitioners, extension workers, and farmers. Such a visit would also permit greater familiarity with the resources and activities of the NFE Information Center, enabling INADES-Documentation to decide which documents they would like to procure and to assess and plan ways in which our respective institutions might collaborate.

Dr. Grant expressed serious concern about the paucity of funding available to the cooperating LDC Centers. Dr. San Giovanni and I also share this concern and strongly feel that efforts must be made to seek additional seed monies for the regional centers with whom MSU's NFEIC will be forging collaborative linkages. This financial need deserves particular attention in the case of INADES which apparently does not have a strong financial base and receives very modest funding from the African countries in which it is located.

For more detail on this trip and on the General Agreement of Cooperation drafted for INADES and MSU, please refer to "Report of Trip to INADES, Abidjan, Ivory Coast, AID/REDSO/WA, and Sahel Development Planning Office, and Sahel Institute, Bamako, Mali, with Visits to AID/Monrovia and AID/Dakar 12-23 February 1980" by Joan M. Claffey.

C. Institut du Sahel and Sahel Development Planning Office, Bamako, Mali

There was keen interest on the part of the Sahel Institute, which serves eight countreis, and Mr. Norm Rifkin of AID's Sahel Development Planning Office in having the Institute's documentation unit play a role in the NFE Network Project. The Sahel Institute apparently has credibility among Sahelian countries and a good base of funding (from Canada and USAID). Whereas INADES deals directly with village audiences, Mr. Rifkin explained, the Sahel Institute deals directly with institutions and government policy makers. Its Training Department sponsors university education and training for researchers and specialists, special problem-oriented NFE (e.g., on crop protection), and short-term

training (e.g., on project management and implementation). There are some regional projects and efforts attentive to women.

The Sahelian Scientific and Technical Information and Documentation Network (RESADOC) seeks to support the research program of the Sahel Institute and serve as a regional center where people can obtain information and research results concerning a variety of sectors (e.g., health, nutrition, training, agriculture, the environment) in the Sahel.

Mr. Camara, director of RESADOC, mentioned already having some contact with MSU (i.e., through the Sahel Documentation Center and the Sahel Training Program). He said they would welcome some special exchange with the NFE Information Center. They could, for example, send documents and bibliographies, refer appropriate letters to the Center and help us identify centers in Francophone Africa which could be of interest and assistance. He said that they are in the process of doing an inventory of information-resource and training centers in Sahelian West Africa to first know where services now exist and to then strengthen and promote the exchange of these services.

As a result of our meetings in Bamako, it seems advisable, per Mr. Rifkin's suggestion, to consider modest support of more than one NFE center in a particular world region, where strong interest warrants it. Given the different kinds of audiences served by different centers (e.g., policy-level planners, extension workers and trainers, farm families), Mr. Rifkin's contention that the spread effects of multiple

center funding would be greater than single center funding seems very plausible. He indicated a strong interest in strengthening the Sahel Institute. By collaborating with such an organization, the NFE Information Center could thus indirectly influence and strengthen several documentation centers and services to development planners throughout the Sahel.

Mr. Rifkin specifically suggested that we consider providing modest funding through AID Contract No. AID/DSPE-C-0046 to the Sahel Institute's RESADOC for procurement of publications, reproduction and dissemination, a letter answering and referral service, and training.

In consultation with Dr. San Giovanni, Project Monitor of the NFE Network Project, the Non-Formal Education Information Center will further explore with the Sahel Institute the possibility of a formal general agreement of cooperation, with specific activity agreements stemming from that.

It again seemed clear that the monies in the NFE Network Project, for technical assistance to LDC centers, are quite limited in view of the high level of interest and need expressed by groups in various LDCs.

IV. Review and Assessment of Center Objectives, Plans and Recommendations

In this final section of the report we review the objectives of the Center and assess its accomplishments, problems encountered, responses and results, recommendations, and the agenda for the ensuing six months.

Two kinds of services are called for in the Center's new contract (1979-1982) with AID: (1) operating a clearinghouse of user-oriented information related to nonformal education to serve the particular needs of Less Developed Countries (LDCs), AID/Washington, USAIDs, other U.S. institutions, and international agencies; and (2) providing direct technical assistance to selected LDCs that want to establish their own national and/or regional NFE Information Centers to assist, in particular, development planners and practitioners working on behalf of the poor majority in rural and urban areas.

With regard to the first category of service, the following activities are included:

A. Operating a Clearinghouse on NFE Information

1. Maintaining the NFE Information Library at Michigan State University
   a. Collecting, cataloguing, and circulating documents, books, and other print and non-print materials
2. Responding to requests for NFE information from network affiliates

a. Conducting research, reviewing literature, preparing annotated bibliographies in specific fields (e.g., agriculture, health, appropriate technology, literacy, occupational skill training, integrated rural development)

b. Referring requests from agencies and individuals to other agencies, as appropriate.

3. Writing, publishing, and distributing three issues annually of The NFE Exchange.

4. Preparing and distributing occasional papers and selected annotated bibliographies of NFE topical information in agriculture, appropriate technologies, health, population, functional literacy and basic education, cooperatives, women in development, community development, and related areas.

5. Conducting special and formative evaluation studies.

6. Fostering the development of an interregional NFE network through personal contacts, correspondence, and conferences.

7. Making maximum feasible use of the Development Information and Utilization Center of the AID Development Support Bureau for information dissemination and printing of publications.

With regard to the second category of service, the following activities are indicated:

B. Providing Technical Assistance in Creating or Strengthening LDC National/Regional Information Centers

The second major objective of this activity is to assist selected LDCs in planning, initiating, operating and evaluating national and/or regional Non-Formal Education Information Centers. By the end of the project, it is expected that a minimum of three, and maximum of five, LDC Centers will be operational. Each Center will contain a basic stock of appropriate print and non-print materials and have the capability to produce and distribute copies of these materials within the country and region, and provide reference and referral services to its clients. To assist in reaching this objective, the Center will provide the following services:

1. Advise AID in the preliminary selection of appropriate sites in Asia, Latin America, Africa, and the Near East;
2. Conduct field trips to preliminary sites to assist USAID in determining specific sites and cooperating entities;
3. Develop criteria for the establishment and operations of these LDC NFE Centers, specific implementation plans for each Center, and an evaluation plan for each Center;
4. Provide in-service training for LDC Center administrators and specialists, including the development of appropriate guidance and operational manuals on all aspects of Center operations;
5. Provide a basic stock of nonformal education print and non-print materials and supporting commodities (e.g., duplicating and audio-visual equipment) to make the Centers fully operational;
6. Conduct necessary follow-up field visits to advise in Center operations; and

7. Conduct an international conference at the Contractor's U.S. site, in the last year of the project, to summarize project experiences, present models for the establishment of additional regional/national Centers, further linkages of NFE network affiliates, and publish a final document of conference proceedings, conclusions, and recommendations.

Part II of this report discussed in detail the Center's accomplishments with regard to the first category of service --- operating a clearinghouse on NFE. All the specified tasks are being undertaken. Part III discussed accomplishments to date with regard to the second category of service --- providing technical assistance in creating or strengthening LDC national/regional information centers. The first three tasks specified have been undertaken and work has commenced on preparations for the fourth and fifth tasks. Field visits have been made to Francophone Africa and these have led to the identification of two resource centers (INADES-Documentation and the Sahel Institute's RESADOC) seeking to collaborate with MSU. A general agreement of cooperation was drafted between MSU and INADES, and the obtaining of authorizing signatures for both parties is expected.

Field visits to Asia and Anglophone Africa are anticipated in the next couple of months. The Center also expects to conduct in-service training at MSU in May or June for two representatives from INADES-Documentation. Also, in the coming six months the Center will complete its core bibliography of materials on NFE from which the collaborating LDC centers may select documents for procurement by MSU.

Latin America was the world region where we had plans for the first site visits. Both the Centro de Investigacion de Educacion (CIDE), Santiago, Chile, and Accion Cultural Popular (ACPO), Bogota, Colombia, have indicated strong interest in serving as counterpart Latin American NFE Centers and have issued repeated invitations for the visits of AID and MSU personnel. State Department policies inhibited travel to both countries owing to current political situations. We expect that difficulties will be resolved and a trip to South America made possible in the next half-year of the project. With excellent track records of work and service in non-formal education, both organizations would seem likely to strengthen the NFE Network.

There are two areas which might be tagged as potentially troublesome. One of these concerns the limited funds in the contract for the LDC centers, should there be four or five. Also, given the strong interest being shown by more than one center in a particular world region, and considering the arguments made for providing seed money for more than one regional center serving different kinds of networks, heavy demand might be anticipated on very modest resources. Efforts to seek more funding for the LDC centers should be mounted and consideration given to the best way(s) to maximize the benefits and "spin-offs" of limited resources. Also, the question needs to be addressed of whether to provide seed monies to more centers or to provide greater support to just a few organizations.

The second area of concern stems from recognition that new demands on the MSU NFE Center staff may require extending present personnel quotas. The following areas in which the Center may have underestimated staff needs:

a. visitors

It seems that we did not realize how many people might be visiting the Center and how much time each one of them demands. The "walk-ins" are relatively easy to assist through "on-call" assignments but the NFE network participants who come in from out of town or out of country require much more attention --- both in the library and setting up appointments and also in terms of making housing arrangements, making sure they know where they can get a meal and many other items like that.

b. special requests

The tremendous increase in special requests (almost 100%) with most of these coming from Africa, Asia, and Latin America, means that we need more personnel to work in the area of correspondence.

c. core bibliography and document procurement

This is an important new part of the Center's work and we may have underestimated the amount of time it will take to administer and, to a certain extent, conduct the necessary activities leading from identification of key documents to their procurement and placement in the LDC Centers.

d. training

We need to look more closely at training the Center staff to provide in-service training and arrange professional courtesies for the representatives of the collaborating centers who will be visiting MSU. We must also realize that the in-service training may require the equivalent of one person full-time for the entire time the trainees are here.

e. travel

We may need to more accurately assess the time and personnel demands involved with travel. In addition to the time that someone is gone from the Center (with tasks to be picked up by someone else), much time is often required for preparations, reports, and other follow-up activities.

Concerning possible expanded dimensions of the work of the NFE Information Center, we note two areas under consideration:

a. Women in Development (AID, PPC/WID)

Because of the increasing number of requests to the Center relating to women in development, and the Center's growing resource base in this area, AID's Office of Women in Development (PPC/WID) is contemplating a contract amendment to strengthen the women in development component of the Non-Formal Education Network. Tasks which are being considered include the following:

- Conduct a content analysis of correspondence directed to the NFE information Center for WID-related resources to ascertain the longitudinal frequency and nature of requests
- Continue coverage of WID projects and issues in The NFE Exchange
- Build a WID component for select NFE information centers in LDCs with whom the NFE Information Center will strengthen collaborative linkages under its current contract with AID
- Conduct networking activities to serve development planners and practitioners worldwide who wish to focus on the special needs of women in development

- Respond to AID WID-related requests for information and inquiries from such development personnel.

This proposed scope of work would contribute greatly to the services which could be provided to the regional NFE centers.

b. development of a computerized data base

During 1979 Control Data Corporation began discussions with the NFE Information Center regarding a possible year of collaboration to:

- Investigate designs and applications of a non-formal education (NFE) data base, considering:
  - varieties of data base content
  - various uses
  - needs of different audiences
  - provisions for follow-up services to users (e.g., correspondence, locating and copying print materials, administration)
- Begin mechanizing our data base in non-formal education to serve a worldwide network of development planners and practitioners. This effort would include:
  - preparation of a NFE thesaurus or indexing manual
  - provision of NFE data base products: problem-oriented project cases, descriptions of development organizations, and bibliographic entries and annotations of NFE/development print materials.

Such activities would surely strengthen the present and future work of the Center.